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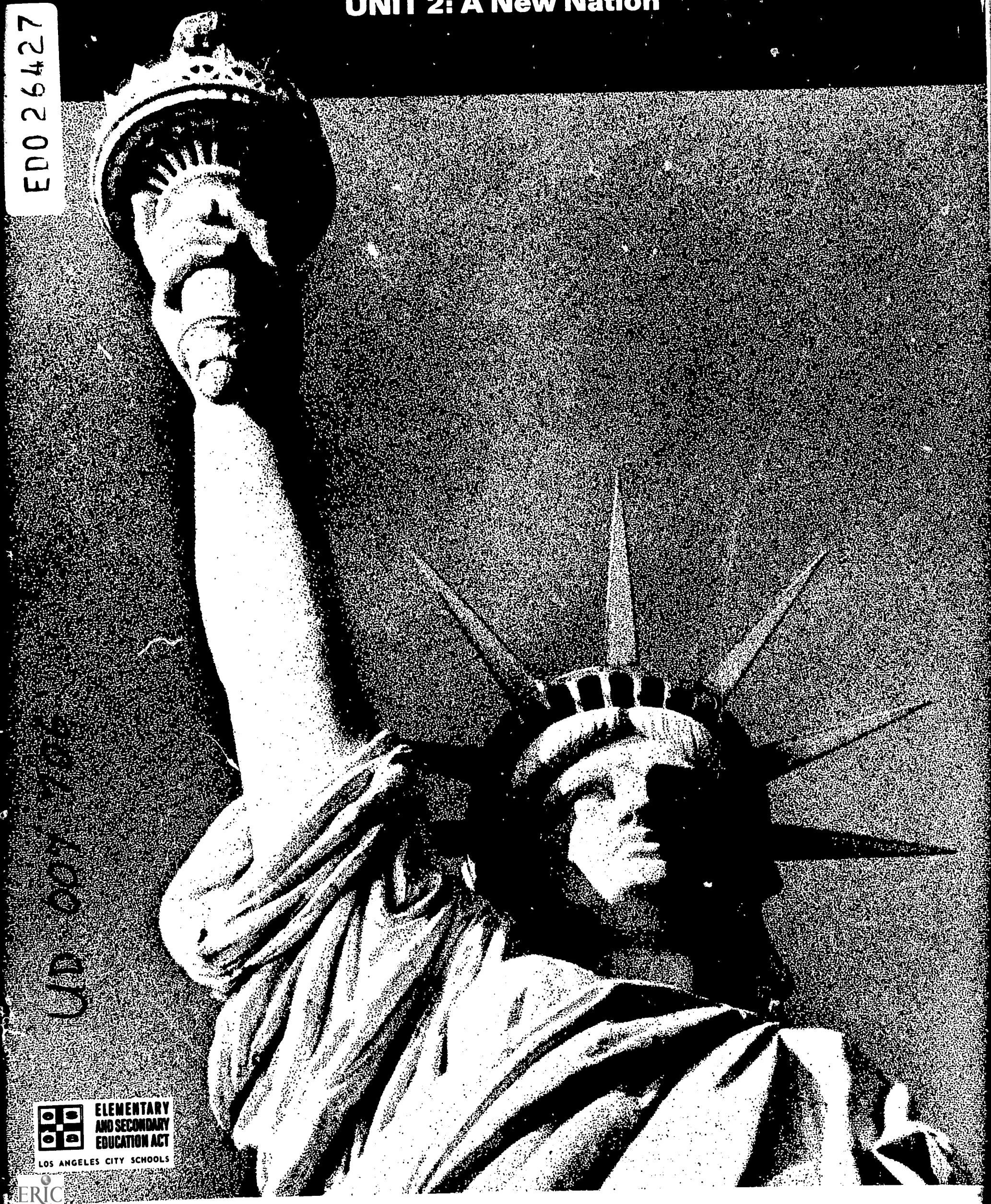
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The second in a series of units on American history prepared for Los Angeles high school students discusses the founding of the nation, the constitution, and the growth and development up to 1828. Included are information on selected national leaders and the expanding frontiers. Each chapter contains a summary reading, several activities, some enrichment material, and a review discussion. For other units in this series, see UD 007705, UD 007707, and UD 007708. (NH)

ADVENTURES IN UNITED STATES HISTORY

UNIT 2: A New Nation

ED 264427



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ADVENTURES IN UNITED STATES HISTORY

UNIT 2: A NEW NATION

FOR PUPILS IN
UNITED STATES HISTORY AND GEOGRAPHY 1

ED 007 706

LOS ANGELES CITY SCHOOLS
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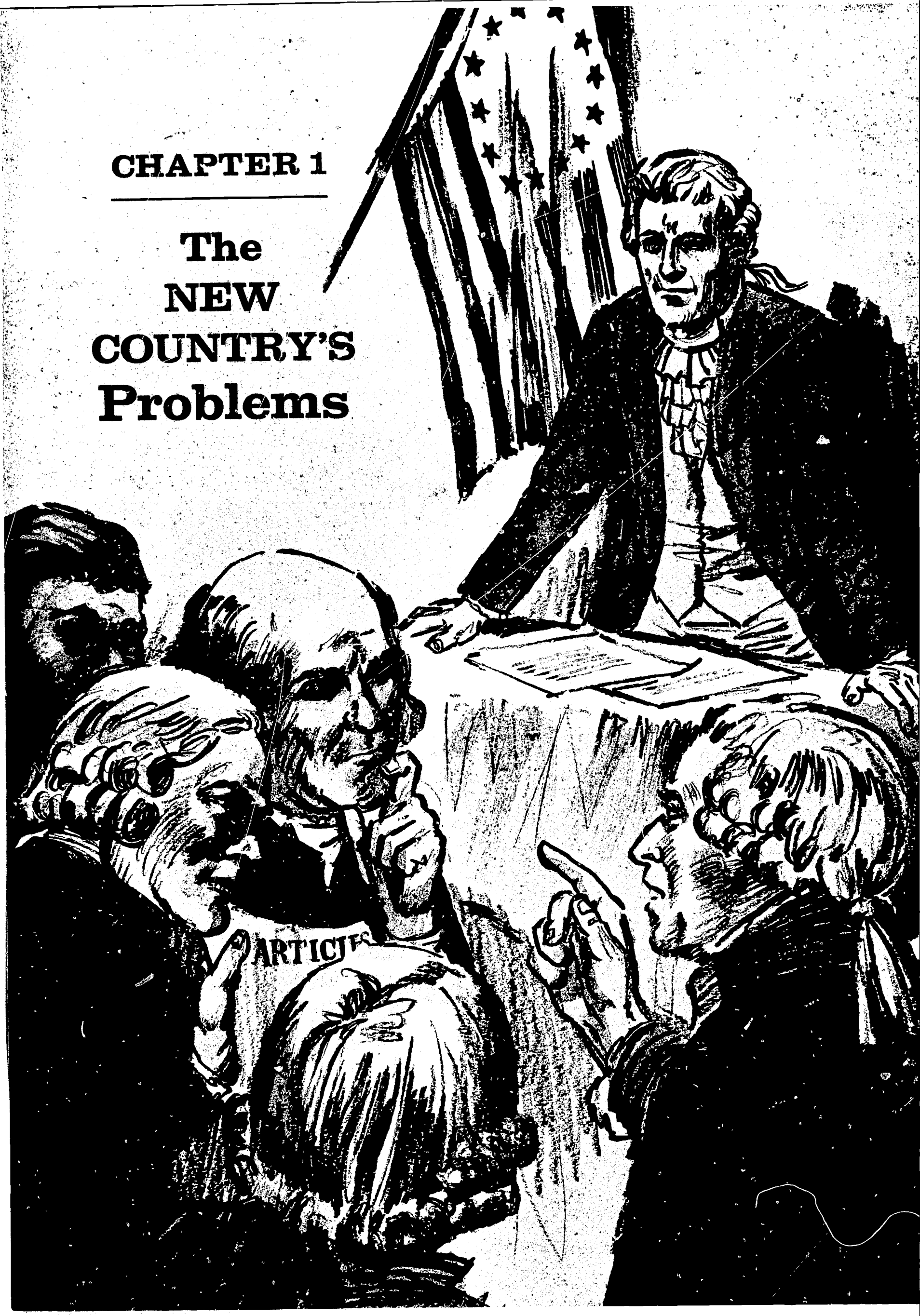
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CHAPTER 1

The NEW COUNTRY'S Problems



SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. independent
2. cooperation
3. central government
4. settled
5. separate
6. communicate

Do you sometimes get tired of having people tell you what to do? Do you sometimes wish that you could be your own boss? What new problems would you have? In today's reading, you will learn the problems the new country had when England no longer was its boss.

WHAT CHANGES TOOK PLACE IN THE COLONIES?

The war for Independence was over in 1781. Now, England could not tell the colonists what to do. Since the colonies were freed from England, colonies did not have to pay taxes to England. They were not ruled by a country thousands of miles away. They did not have to carry on all their trade with England. The colonies could do as they pleased; that is, they were independent.

They were not called colonies any longer. Now, they were called states. You might think that the problems of the states would be over, but this was not true. Each of the thirteen states wanted to run things its own way. This lack of cooperation among the states led to many problems.

WHAT NEW PROBLEMS DID THE STATES HAVE?

The people remembered how England had governed (ruled) them. They did not want another strong central government. The central government governs all the states. They felt that each state should do as it pleased. So, each state did as it pleased. If people in one state wanted to sell wheat in another state, people in the other state would say, "We want to sell our own wheat. Anyone here who buys wheat from you will have to pay extra money. That is, we will put a tax on the wheat that you bring in." As you might guess, the states argued with each other.

The states printed their own money. There was New York money and Massachusetts money and Virginia money. People in New York said to people in Virginia, "We do not like your money. We will not let you buy anything with it here."

The states also argued over land. Much land west of the first thirteen states had not been settled. That is, people from the states did not live there. Sometimes, one state or another said, "This land belongs to me." As you might guess, this led to even more arguments.

Instead of being one country, they were really like thirteen separate countries. The country was not doing well. Many people were out of work and there was very little trade.

You would think that the states would work together. You would think that, since they were now one independent country, they would cooperate.

WHY DID THE STATES ARGUE WITH EACH OTHER?

You must remember that things were different in the 1780's. People far apart could not talk to each other quickly. That is, they could not communicate quickly. Without the telegraph, telephone, radio, or television, there was no fast way for people in New York to tell people in Virginia how they felt.

Most of the people in different states made their living in different ways. People in the New England and middle states were farmers, merchants, fishermen, and craftsmen. Almost everyone in the Southern states was a farmer. Because of these differences, people in the states wanted the government to do different things for them.

WHY DID THE COLONISTS NOT WANT A STRONG GOVERNMENT?

Right after the war against England, Americans did not want a strong central government. They remembered how strong the English government had been and how England had taken away so many of their freedoms. So, Americans planned a central government which was weak. The rules they wrote for this government were called the Articles of Confederation.

All these problems made Americans realize something had to be done. There was a real need to have a strong central government. They needed a government that was strong enough to decide things for them so that they would not keep on arguing. Arguments might lead to real trouble.

Many wise men in the states now felt something had to be done. They knew the country was in trouble. Alexander Hamilton said, "Our country is sick. We need to give it a cure." Benjamin Franklin, James Madison, George Washington, and other Americans agreed with him.

A Harbor in the 1780's



ACTIVITY 1

VOCABULARY

Copy each word on your paper. Then, match the word with its meaning. Write the meaning next to each word.

1. independent	a. working together
2. cooperation	b. not ruled by another country
3. central government	c. to make a home
4. settle	d. to talk to someone
5. separate	e. governs all the states
6. communicate	f. not together

ACTIVITY 2

READING FOR MAIN IDEAS

Under each topic are two sentences. Copy the <u>one</u> sentence on your paper that is correct for each section.

1. Changes in the colonies
 a. After the war, the states cooperated.
 b. After the war, each state wanted to run things its own way.
2. New problems
 a. The states argued over land and money.
 b. The states argued about England.
3. Daily work
 a. People in the states earned their living in different ways.
 b. Most of the people in the states were merchants.
4. A strong government
 a. Right after the war against England, Americans wanted a strong central government.
 b. Wise men wanted a central government that would be strong enough to make the states cooperate.

ACTIVITY 3

QUESTIONS FOR DISCUSSION

1. Can you think of any reasons why a state today might tax foods coming from another state?
2. The new states needed a central government that was strong enough to decide things for them so that they would not keep on arguing. Do you enjoy playing a ball game more when you have a referee to settle arguments than when you don't? Why?

Enrichment 1: FIND THE STATE

The War for Independence was over in 1781. The United States was then a country. However, the people felt more loyalty to their own states. States did not cooperate with each other. Each state did not always think it was a part of a larger country. Each state thought it was independent. The map on the next page points out how the states felt. Can you name each state by its size and shape? Use the map below. It will help you find the answers.

Number on a sheet of paper from 1 to 13 and write the answers.



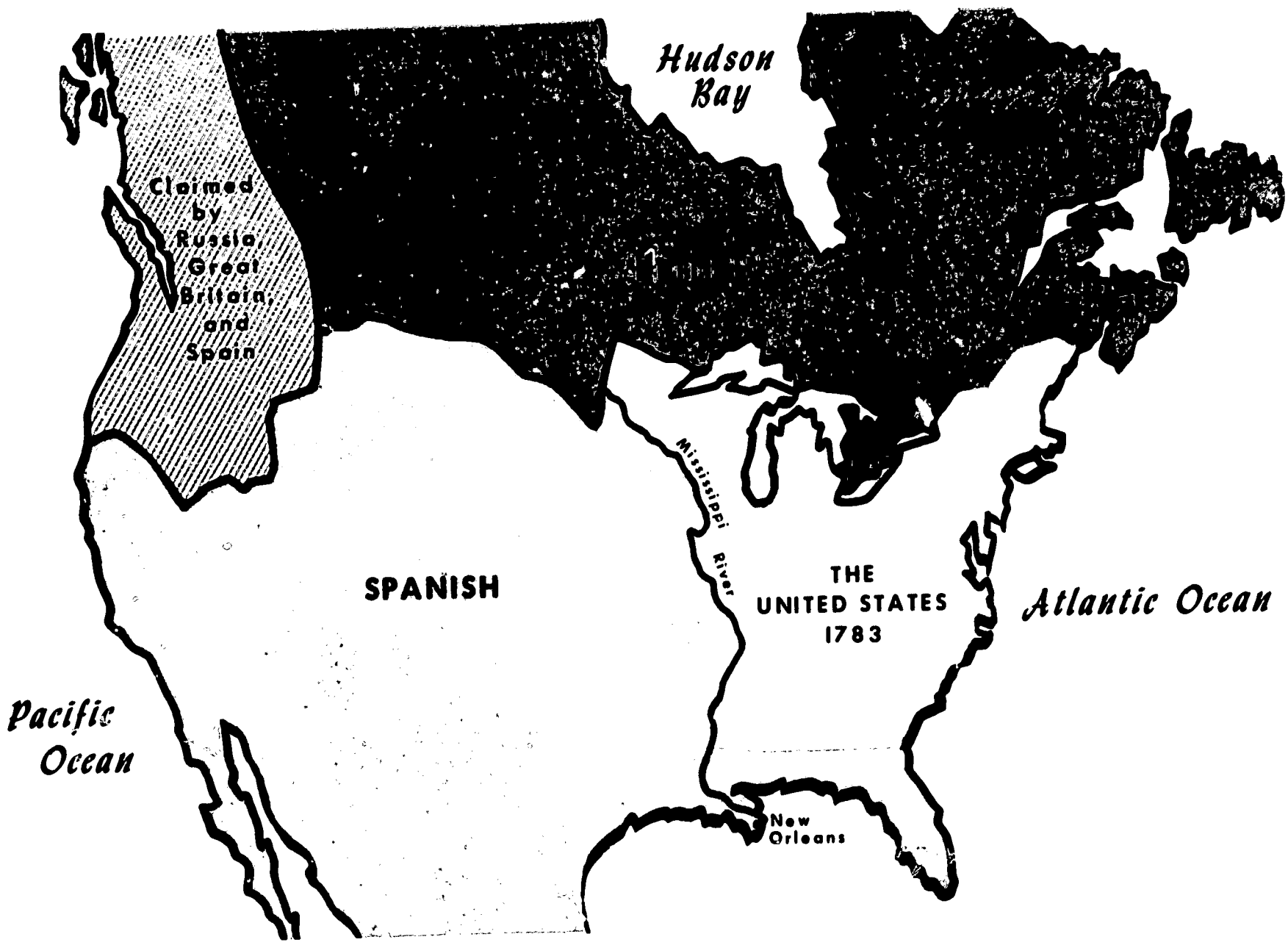
Map of the Thirteen States



Thirteen States to Be Named

Enrichment 2: THE NEW NATION AND ITS NEIGHBORS

Below is a map of the new nation and its neighbors. Trace this map with a piece of tracing paper. Color the new nation one color. Then color the new nation's neighbors with different colors.





CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why is it so important for people to communicate with each other? What can happen if they do not?
2. Is it possible for a country to get "sick," in a way? Explain your answer. Are there any "sick" countries today?

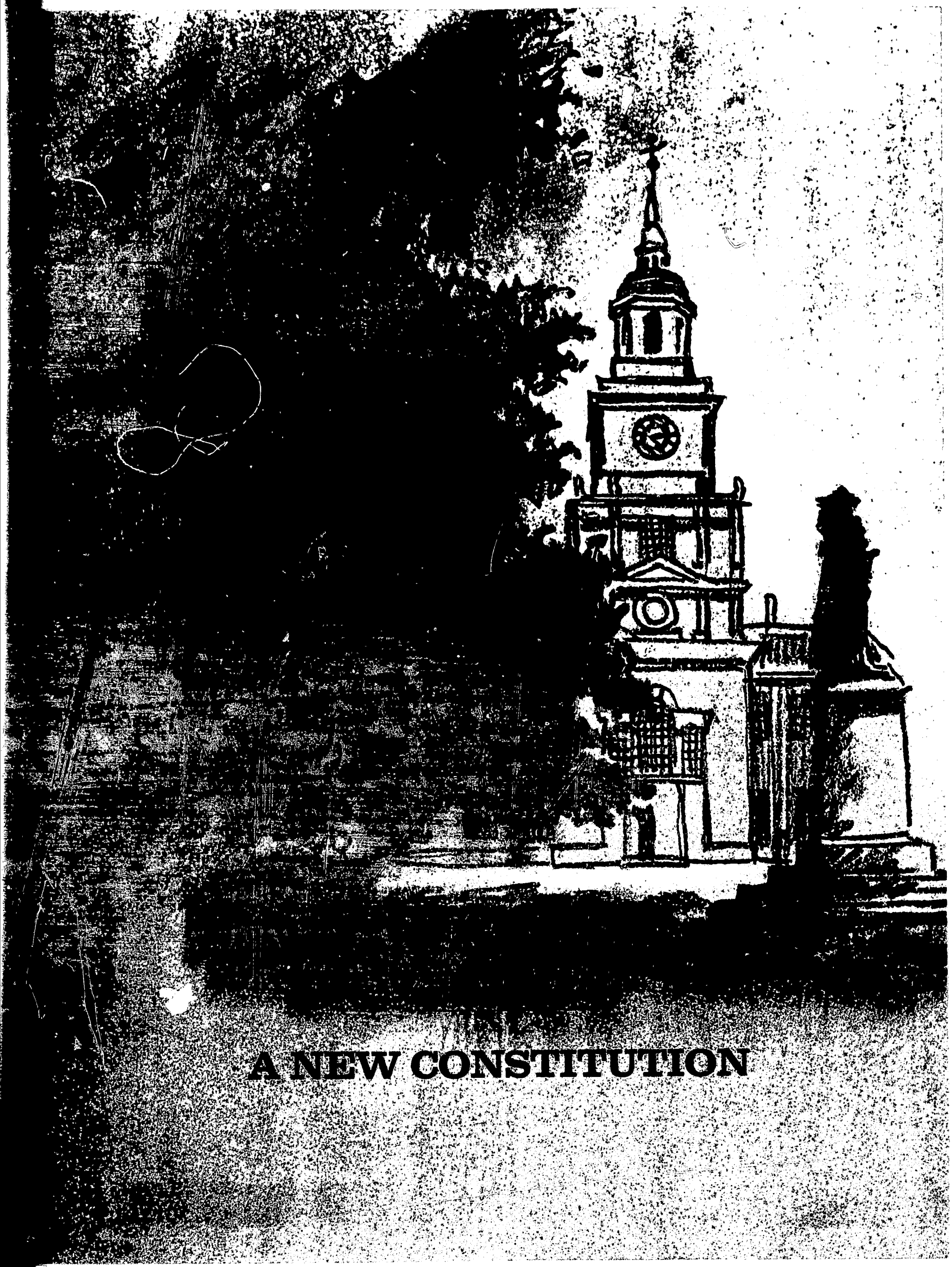
PETE AND BOB: BEING INDEPENDENT

The people of the new country were independent from England. A group of people usually want to be independent. That is, they do not want to take orders from another group of people or from another country. A teen-ager usually feels the same way. He does not want to take orders from someone else. But, is it good for a teen-ager to be independent? Is it bad?

Pete says: "I'm independent. I sure don't like anyone to tell me what to do. I want to go where I want to. Do what I want to. Say what I want to. I don't want anyone bossing me around."

Bob says: "Older people are wiser and have had more experience. I like to let them decide many things for me. I don't think a person should be too independent until he is older."

What do you think? Do you agree with Pete or Bob? Why?



A NEW CONSTITUTION

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. delegates
2. generation
3. compromise
4. constitution
5. amendment
6. convention
7. flexible
8. representative democracy

Have you ever tried to play a game when each player had his own ideas about the rules? If you have, you probably had arguments. You probably found that you had to agree on the rules of the game. In today's story, you will find that early Americans had to agree on a set of rules, too. These were the rules for running the new country.

WHAT PROBLEMS DID THE NEW STATES HAVE?

You remember the hard time the new states had. The states printed their own money. Each state put a tax on goods brought to it from another state. States argued over land. Each state thought only about itself. The central government was not strong.

WHAT HAPPENED IN 1787?

The country had many problems after it became a new nation. Finally, in 1787, people saw the need to change the rules for running the country. You remember that these rules for running the country were called the Articles of Confederation. People now believed these rules had to be changed. A few men from each state, chosen to help change the rules, met at Philadelphia in May, 1787. The states were very fortunate to have such a fine group of men. The men who represented the states were called delegates. The most famous delegates were George Washington, James Madison, Benjamin Franklin, and Alexander Hamilton. All the delegates were chosen because of their experience and ability. Each delegate had a good education.

WHAT DID THE DELEGATES DO?

When the delegates sat down to talk, they decided on one thing right away. They decided the government needed a different set of rules. They threw out the Articles of Confederation and wrote a whole new set of rules. They knew that the new rules were not just for themselves. The people that came later also would have to be ruled by them; that is, future generations would live under the new set of rules too. For this reason, they wanted to plan well.

The job of writing a new set of rules to run the country was very hard. Everyone had his own idea about what was best. The delegates worked for three and a half months before they agreed on a new set of rules. In order to agree, everyone had to give a little. When two sides give in a little, we say that they compromise. The new rules were called the Constitution of the United States.

The delegates, being very wise, knew that the country would change in the future. They had to write the rules so that the plan could be used even though the country changed. That is why they made it possible to allow changes or to add more rules. Changes or rules added to the Constitution were called amendments.

HOW DID THE NEW RULES WORK?

The men who gathered at Philadelphia and wrote the new rules were delegates to the Constitutional Convention. The Constitution gave the central (federal) government more power. It set up three different branches to run the country. One branch made the laws. Another branch carried out the laws. The third branch judged the laws.

WHY WERE SOME PEOPLE AFRAID?

When Americans heard about the Constitution, some of them were afraid. They were afraid that a new, stronger government might take away some of their rights. They did not want this to happen. They wanted to keep such rights as freedom of speech and freedom of religion. To protect these rights, they added ten amendments to the Constitution. These ten amendments are called the Bill of Rights.

The same Constitution that the delegates wrote in 1787 still is used today. They wrote rules that could change as times changed. Rules that can change with the times are flexible rules.

The Constitution was written so that the country would have a stronger federal government. This would help solve some of the problems the country had when they used the Articles of Confederation. Here are two examples. The federal government would be able to collect taxes to pay for its soldiers. It would be able to settle arguments between states over what taxes could be put on products shipped from one state to another.

The federal government is not run by any one man or group of men. No man or group of men can get too powerful. This is to protect the people. The Constitution was written so that the people could have a say in the way the country is run. The people elect other people who represent them in the government. This kind of government is a representative democracy. Usually we call it a republic.

ACTIVITY 1

VOCABULARY

Copy each word on your paper. Then match the word with its meaning. Write the meaning next to each word.

1. delegate	a. people who will live after us
2. generations	b. additions to the Constitution
3. compromise	c. a person who acts for other people
4. constitution	d. when each side gives in a little
5. amendments	e. can be changed
6. convention	f. a gathering of people
7. flexible	g. a plan of government
8. representative democracy	h. when people elect other people to represent them in the government

ACTIVITY 2

CHECKING THE FACTS

Under each topic are two sentences. Copy the one sentence that is correct for each section.

1. Change
 a. The delegates did not expect our country to change.
 b. The new rules the delegates wrote could be used even if the country changed.
2. The new rules
 a. The Constitution gave the federal government more power.
 b. The Constitution kept things almost the same.
3. Fear
 a. Americans wanted to keep their rights.
 b. Americans wanted a government without a Bill of Rights.

ACTIVITY 3

WHEN WAS IT SAID?

Number from 1 to 6 on your paper. Read each of the following sentences. Write "before" if you think a statement was made *before* Americans had the Constitution. Write "after" if you think a statement was made *after* Americans had the Constitution.

1. "I will not take this awful New York money!"
2. "Who cares what any other state wants to do?"
3. "The federal government is strong now. It has power."
4. "What a weak government we have!"
5. "Yes, our government has three branches."
6. "Let the country change. These rules will still work."

Enrichment 1: AN INTERVIEW WITH BENJAMIN FRANKLIN

NARRATOR: What kind of men wrote the Constitution? Why did they work so hard? Let's find out. Let us imagine an interview taking place just outside Independence Hall at Philadelphia in September, 1787. The Constitutional Convention has just finished. A number of reporters wait outside as an old man walks out.

1ST REPORTER: Say, who is that old man with the eyeglasses?

2ND REPORTER: That's Benjamin Franklin. I thought everyone knew him. He may be 81 years old, but he is still one of the great men in our country today. Let's interview him.

3RD REPORTER: Mr. Franklin! Mr. Franklin! May we have a few words with you?

FRANKLIN: Why yes, young man, go right ahead.

4TH REPORTER: We understand it was a difficult job for the delegates to write the Constitution. What men stand out in your mind?

FRANKLIN: Well, you know, there were fifty-five of us. Most of the men are considered quite wise. If I had to pick a few . . . let's see . . . I would have to say George Washington, for one.

5TH REPORTER: Why George Washington?

FRANKLIN: Well, you know he was chosen president of the convention.

6TH REPORTER: Yes, but what did he do as president?

FRANKLIN: He was in charge of running the meetings. He was good at calming down both sides in an argument and getting things done. People respect him. You know what a fine man he is. After leading our country through the War for Independence, he went back to his farm at Mount Vernon. He didn't want to come to Philadelphia, but he felt it was his duty. I'm sure glad he came.

6TH REPORTER: Why do you say that?

FRANKLIN: Why, because many men came here only after they heard that George Washington would be here.

7TH REPORTER: I see. Who else did you admire?

FRANKLIN: You know that short, young man from Virginia. Name's Madison—James Madison. He's very quiet. He never brags. But is he smart! Brilliant! You know, he studied all the different ways people had of running countries. He even studied the way the Greeks and Romans ran their countries. He did not copy them, mind you; he helped us make our own plan. But he



Franklin's Printshop

learned what worked, and what was good for the people; James Madison's the one who gave us most of the ideas in the Constitution. He has done more than anyone else to get this going. I won't be surprised if he becomes President of the United States some day, too.

8TH REPORTER: Who else helped write the Constitution?

FRANKLIN: Well, I'll give you my opinion. I think God helped us. I think God guided us. I do believe that.

9TH REPORTER: Do you think the Constitution will work?

FRANKLIN: It's not perfect, but I think it will work. We have to stop fighting with each other. You know England and Spain are waiting for a chance to come in and pick up the pieces.

10TH REPORTER: How will the Constitution help the country?

FRANKLIN: You know, for many years I told the colonies to work together. Now, at last, we will have a United States of America. This Constitution will allow the states to work together. This is so because the federal government will be stronger.

11TH REPORTER: What good things do you see in the Constitution?

FRANKLIN: Well, we set it up so that no one person can run everything.We set it up so that the people in the government can keep an eye on each other. That way no one person in the government can get too strong. No one can get too bossy or be like a king.

12TH REPORTER: I see. I see. Anything else?

FRANKLIN: Why, many things. The main thing, though, is that the power belongs to the people. The people have a say in running the country.

13TH REPORTER: What gave you the biggest headache here?

FRANKLIN: Oh, that's easy. There was a big fight between those states with a large number of people and those states with fewer people. They both had their ideas about the number of representatives each state would get in Congress. That is where our laws will be made. We compromised, though. Congress will have two houses. One will be the Senate, and the other will be the House of Representatives. Each state gets the same number of representatives in the Senate, but states with more people get more representatives in the "House."

14TH REPORTER: Three and a half months in this hot weather is a long time. Why do you think these delegates worked so hard?

FRANKLIN: Because they knew if they did not come up with a good plan, the whole country might fall apart.

15TH REPORTER: Did you know that some people want us to have a king?

FRANKLIN: Yes, I know. I think that would be terrible. We have arranged to have a president elected by the people. He will not get his job just because of who his parents were.

16TH REPORTER: Mr. Franklin, let's talk about you for a minute. What do you consider your greatest achievement?

FRANKLIN: I proved that someone who was a nobody could become somebody in this country. I do not think that I could have done this if I lived in a country in Europe.

17TH REPORTER: Mr. Franklin, I understand that you started Philadelphia's fire department, its library, and the paving of the streets. Did I also hear that you made a pair of eyeglasses?

FRANKLIN: Yes, and I also built a stove.

18TH REPORTER: And before you leave, Mr. Franklin, can you give us one of your famous sayings?

FRANKLIN: Certainly. "One today is worth two tomorrows."

Enrichment 2: THE BILL OF RIGHTS

Imagine that you lived in Europe in the 1600's. You might see or hear some strange ideas about justice. If you visited a court, you might see the court take away everything a man owned. If you visited a jail, you might see a man who had gone mad because he had been in jail so long. You might also see a man crying in pain because he was being tortured. You would ask, "Why are people being treated like this? Did these men steal? Did they murder?"

WHAT WERE THEIR CRIMES?

Often, the men who were punished had not done any of these things. They were punished only because of *what they said* or *how they prayed*.

WE WANT TO KEEP OUR RIGHTS

People who came to America knew about the things that had happened in Europe. They did not want such things to happen here. So, when the Constitution had been written, they said, "The Constitution is all right, but add something to it, something to protect us. We want to keep our rights. We do not want to be put in jail just because we say something which is not popular or because of the way we worship God."

THE PEOPLE ARE PROTECTED

To protect the people, ten amendments were added to the Constitution in 1789. Because these ten amendments give us so many rights, we call them the Bill of Rights.

WHAT DOES THE BILL OF RIGHTS SAY?

The Bill of Rights promises many important rights and freedoms. Some of the most important are the following.

You may worship God (or even *not* worship God) as you choose. The government cannot tell you what to believe. The government may not start any religion. You may not be fined or put in jail for what you say or what you print. (There are some limits to this: for example, you cannot falsely damage another person.) You and other people may get together to talk or to complain about what the government is doing. The police must have a good reason to search you or your home. If you are arrested, you must be told what crime you are accused of doing, and you have the right to a fair trial.

FREEDOMS GROW

These freedoms have been passed down to us. Not all Americans have followed them. But, as time has passed, more and more have done so; and, as time goes on, more and more will. In order for these freedoms to work, we must remember two things: 1. *Respect the rights of other people.* This means we must respect other people who do not look like us or talk like us or pray like us or act like us. 2. *Our rights have "limits."* This means that we can not do or say things that will hurt other people. For instance, we can not hold a meeting in the middle of a busy street.

ACTIVITY 1

WHAT IS RIGHT?

Imagine that one day you visited a park where people gather and discuss things. Imagine that this is what you heard and saw:

1. An old man said, "The mayor is no good. He is doing a terrible job."
2. A young man got mad at the old man and threw an egg and hit him.
3. A man carried a sign. It said, "The mayor is for the birds."
4. A man in the park said in a loud voice, "I like the mayor."

Did each of these persons have a right to do what he did? Number your paper from 1 to 4 and after each number write "A Right" or "Not a Right."

ACTIVITY 2

WHAT IS YOUR OPINION?

Imagine that you overhear the following remarks. Number your paper from 1 to 6, and write Agree if you agree with the person speaking; write Not Agree if you do not. Remember that there is no "right" or "wrong" answer. Everyone has "a right to his opinion."

1. "I think the government should make one religion. That would save many arguments."
2. "I think we should have prayers in school."
3. "I think we should not have prayers in school."
4. "His family is from a different country. They should not be allowed in our country."
5. "His religion is different from mine, but I still respect him."
6. "I do not like his looks. Keep him out of my school."

ACTIVITY 3

WHAT IS YOUR OPINION?

Imagine that you overhear the following remarks. Number your paper from 1 to 6, and write Agree if you agree with the person speaking; write Not Agree if you do not. Remember that there is no "right" or "wrong" answer. Everyone has "a right to his opinion."

1. If someone is arrested, he should know why he is arrested.
2. A person should be required to answer questions if he is arrested.
3. A person is not guilty until he is proved guilty.
4. People should be fed only bread and water if they are guilty of a crime.
5. All people should have a lawyer to defend them, even if they can't afford to pay.
6. All people should have the same rights, no matter what they have done in the past.



CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why does a person want to be independent?
2. Why does a country want to be independent today? Do you know of any countries that have become independent in the past ten years?
3. Why is cooperation so important today?
4. How can it be dangerous for a nation today to have a weak government?

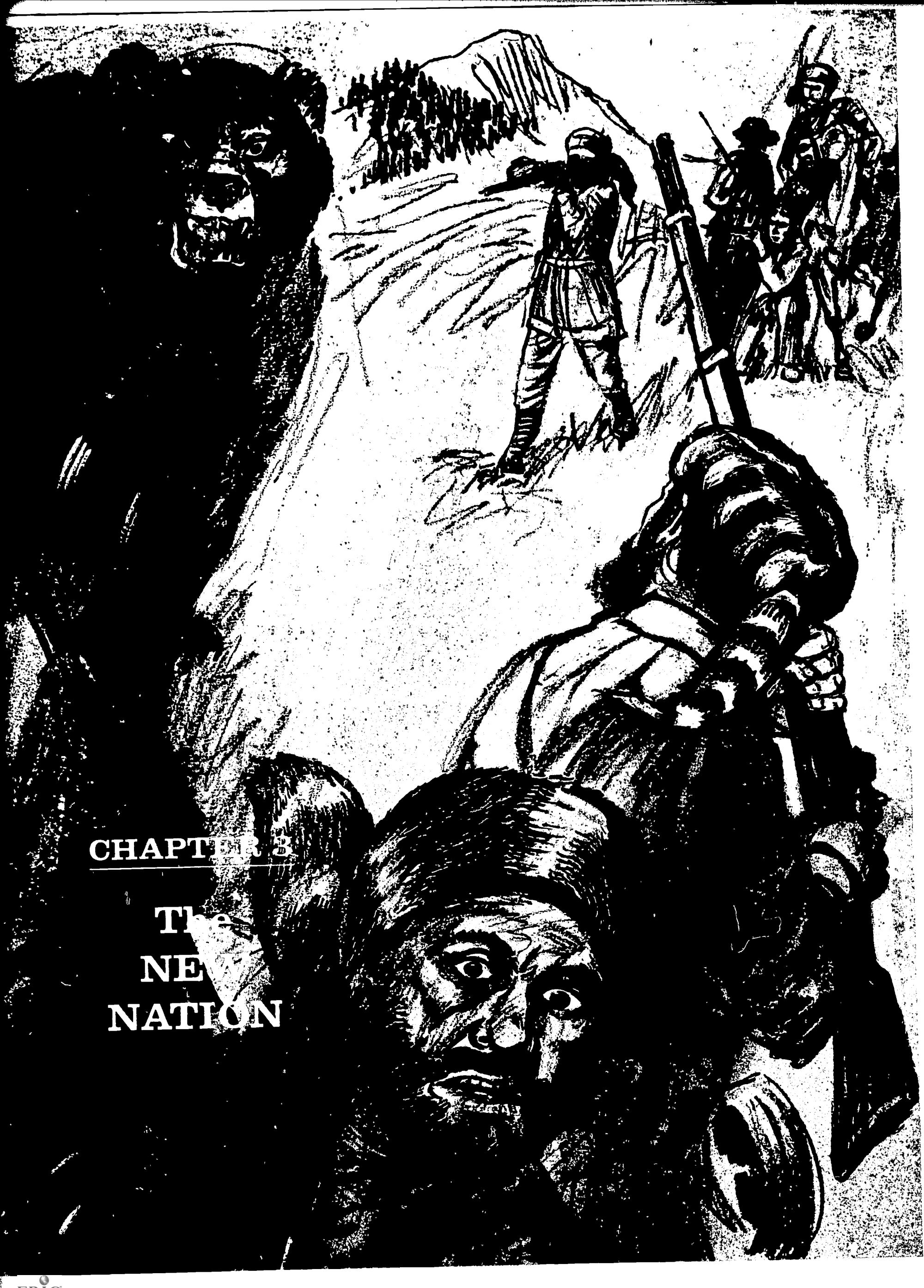
PETE AND BOB: FREEDOM OF SPEECH

Should people be allowed to talk against the jobs that important men are doing in our government? Won't this make other people lose respect for these important men?

Pete says: "I don't think anyone should be allowed to say anything against the mayor, or governor, or president. They are trying to do a job. If people lose respect for them, it makes their job harder. Make everyone shut up—that's what I say."

Bob says: "Why shouldn't we be allowed to talk against the mayor, or governor, or president, if we think he's wrong? Let him worry about what we might say. That way he will do a better job."

What do you think? Do you agree with Pete or Bob? Why?



CHAPTER 8

The NEW NATION

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. events
2. seaport
3. guide
4. debts
5. Louisiana Purchase

All of us have tried something new. When we do, we wonder, "Will this work out?" The New Nation was trying something new, a new Constitution, and people wondered then, "Will it work?"

The Constitution was approved in 1789. The people were wondering. "This new country believes that the people should have a say in the government," they said. "Will this idea work? Will this new country last?" The next forty years showed that the idea could work and that it could last. Let us pick out some of the main events that happened between 1789 and 1823. We will see what helped the nation succeed.

WHAT DID PRESIDENT WASHINGTON DO?

George Washington was the first President of the United States. As the first president, he knew that everything he did and everything he said would be important. The job he did would be a guide for the Presidents who followed him. The men he selected to help him kept the young country going in the right direction. One of these was Alexander Hamilton, our first Secretary of the Treasury. Another was Thomas Jefferson, our first Secretary of State.

WHAT DID HAMILTON DO?

Alexander Hamilton helped the young country in money matters. He set up a plan for the government to tax goods coming into the United States. Hamilton also had a plan to tax certain goods made in our country. He did this so the government would have more money to pay its debts. Hamilton made sure that the young country paid its debts. This meant that in the future people would trust the country.

WHAT DID JEFFERSON BELIEVE?

Thomas Jefferson believed in the common man. That is, he believed that the common man could take an important part in the government. Many other Americans agreed with him. There were some Americans that didn't agree with him.

WHAT WAS THE LOUISIANA PURCHASE?

Other events (things that happened) also helped our nation grow. In 1803, the United States asked France if they wanted to sell New Orleans. We needed New Orleans as a seaport. A seaport is where you load and unload ships with goods. New Orleans was an important seaport because it was located at the mouth of the Mississippi river. France sold the United States New Orleans and the rest of the Louisiana territory. This territory, called the Louisiana Purchase, cost fifteen million dollars. Thomas Jefferson was President at that time, and he thought it was a good purchase. It turned out to be a very good purchase. It gave us the seaport of New Orleans. It also doubled the size of the United States.

WHY DID THE NATION GO TO WAR IN 1812?

In 1812, we had another war with England. England was stopping our ships. She also took American sailors off American ships. England did not respect our rights as an independent country. The new nation felt this was so wrong that it went to war with England. This is called the War of 1812. Neither side really won that war. For this reason it could be called a "draw." However, America felt more like a nation when it was over. The nation had stood up for its rights.

In 1823, the United States did another thing that Americans believed was right. The United States told the countries of Europe they could not take over any more territory in the New World. This idea was called the "Monroe Doctrine." It was named after James Monroe, who was the President then.

WHY WAS THE NATION'S START SO IMPORTANT?

When a builder starts a new building, he wants to be certain to start right. Everything that happens afterward depends on how he has started. The United States had a good start; it was one that the new nation could build on.

ACTIVITY 1

VOCABULARY

Copy each word on your paper. Match the word with the meaning it has in this story Then write the meaning next to each word.

1. event
2. seaport
3. guide
4. debts
5. Louisiana Purchase

a. someone or something that leads the way
b. money owed to someone
c. where ships are loaded with goods
d. anything that happens
e. land the United States bought from France in 1803

ACTIVITY 2

CHECKING THE FACTS

Under each topic are two sentences. Copy the one sentence that is correct for each section.

1. President Washington
 a. His leadership was not important.
 b. He got the country going in the right direction.
2. Alexander Hamilton
 a. He wanted people to trust our country in the future.
 b. He did not want the United States to pay its debts.

3. Thomas Jefferson
 a. He believed the common man could be important in government.
 b. He believed that only the rich should rule.
4. The Louisiana Purchase
 a. It was a large territory purchased from England.
 b. It was a large territory purchased from France.
5. The War of 1812
 a. The United States felt more like a nation after the War of 1812.
 b. The United States felt less like a nation after the War of 1812.

ACTIVITY 3

SELECT THE BEST ANSWER

Copy each question on your paper. Then, copy the best answer under the question.

1. Why was President Washington's job so important?
 a. The job President Washington did would be a guide for other Presidents.
 b. President Washington did the things his friends wanted.
2. How did Alexander Hamilton plan to raise money for the government?
 a. Hamilton asked President Washington to print more paper money.
 b. Hamilton set up a plan to tax certain goods coming into the United States.
3. Why did the United States want New Orleans?
 a. New Orleans was an important seaport.
 b. The United States did not want England to have New Orleans.
4. Why did the United States fight England in 1812?
 a. It gave the United States a chance to get the Louisiana Territory.
 b. England did not respect the rights of the United States.

Enrichment 1: THOMAS JEFFERSON

The tardy bell had not rung. Betty and Tom charged into the classroom.

"Why, you must be crazy!" Betty shouted at Tom.

"I am not," Tom answered calmly.

"Well, how can you say something so silly then?" Betty shouted.

"Because it's so," Tom answered. "I'll say it again. **Thomas Jefferson never did anything important!"**

Betty was so angry she slammed her books down on the desk. Betty liked to study about great Americans, and she knew Tom was wrong. She thought, "I'll just show him up now."

"Well, wise guy," she began, "who wrote the Declaration of Independence? Who wrote that all men are created equal?"

"Thomas Jefferson," Tom answered.

"And who tried to free slaves in Virginia one hundred years before they were free?" Betty asked.

"Thomas Jefferson," was Tom's answer.

"And who believed in the common man? Who believed that the common man could rule? Who was probably the best thinker of his day? Who was the leader of the Democratic-Republican Party?" Betty asked.

"Thomas Jefferson," Tom answered.

Betty was getting more angry.

"Who knew how to plan fine buildings? Who knew how to speak French, Italian, Spanish, Greek, and Latin? Who owned the finest paintings and books in the new nation?"

"Thomas Jefferson," Tom answered again.

"Who fought for freedom and against the enemies of freedom all of his life?"

"Thomas Jefferson," Tom answered again.

"Who doubled the size of the United States while he was President?"

"Thomas Jefferson," Tom repeated.

"Who was interested in schools, and who experimented with plants and animals to help his country?"

"Thomas Jefferson," Tom kept on.

"Who spread the ideas to other parts of the world that the people could rule?"

"Thomas Jefferson," Tom kept going.

Betty felt angry, but happy at the same time. Boy, she thought, am I showing him! Am I . . .

Just then the tardy bell rang. Betty had been standing up, facing the back of the room. She turned and sat down. As she did, she saw the teacher, Mr. Lands. He was writing the date on the chalkboard—"April 1."

Betty almost screamed. April 1! Tom knew all about Jefferson. He had just wanted to get her mad. She started to get madder. Then, she smiled. "Why," she thought, "I'm going to try the same trick on Sally next period."

ACTIVITY 1

On your paper make a list of Thomas Jefferson's beliefs. Be prepared to discuss your answers with the class.

ACTIVITY 2

Make a list of Thomas Jefferson's accomplishments (the important things he did).

Enrichment 2: THE LEWIS AND CLARK EXPEDITION

"Then this big grizzly bear came right at us. I tell you, it weighed a thousand pounds!"

The man who was talking had just returned to St. Louis, Missouri. It was 1806.

"We had never seen a grizzly before. The Indians had told us one was fast enough to run down a wild horse. They told us arrows didn't stop 'em, but we didn't believe that. Anyway, we figured, we had guns and bullets. Huh, we thought, we'd just show any ol' grizzly that came along. Well, as it turned out, he showed us! Do you know how many bullets it took to bring him down? Ten! We learned, though. Only way to stop a grizzly was to aim for his head. Why, later my buddy put a bullet in one of 'em, and that bear chased him almost a mile! Yep, let me tell you something—we came across some strange animals."

OTHER STRANGE ANIMALS

"Yes," another man joined in. "I saw many kinds of snakes I never heard about. Lucky I had my boots on, or I would have been a goner."

"And buffalo," the first answered back. "You haven't seen anything until you've seen 10,000 buffalo on the loose all at once. You just can't believe it."

THE LEWIS AND CLARK EXPEDITION

The men could have gone on talking—about mountain lions, bighorn sheep, and other animals of the West. They all were telling the truth. These were the men of the famous Lewis and Clark expedition. They had been sent by President Thomas Jefferson to explore the Louisiana Territory.

Thomas Jefferson was President of the United States in 1803. He wanted the United States to know about the land it had purchased from France. For years, he wanted to know more about the Louisiana Territory. When the United States bought the land from France in 1803, President Jefferson made plans for an exploration party. He sent two fine explorers, Lewis and Clark, to explore the new territory. They took twenty-seven men with them.

Jefferson told the explorers, "Find out all you can about this territory to the west—what animals are there, what plants grow there, what the Indians are like, where the Missouri river starts, where the Columbia river leads. Find a way across the Rocky mountains. Find what the country is like. What you learn will help us. Keep careful records."

THEY DO THE JOB

We owe much to these brave men. They did all that President Jefferson asked of them. We also owe much to a young Indian woman named Sacajawea. She guided the expedition part of the way.

Let's hear from one of the explorers as he tells his story: "Well, now, I just don't know if I'd go again. I carried a canoe until my arms felt like they were coming off. I went through icy water. I got the chills and then a fever. Just when we thought we had a nice river, we would run into a waterfall. We climbed over rocks until my feet bled. Some of us got pretty sick, too. We were lucky one way, though, for we met many friendly Indians who helped us. But it was one hard trip, I'll tell you. We spent three years on it, too. I wonder if it was worth it?"

Today we know the answer. It was worth it. The men of the Lewis and Clark expedition showed the young nation many things. There was much room for the nation to grow in the west. There were rich lands and many animals there. These explorers also proved that men could travel across the land. America had room to grow.

ACTIVITY 1

COMPLETE THE STATEMENT

Under each of the following incomplete statements are two endings. Only one ending is correct in each case. Number on your paper from 1 to 7 and copy each statement with only the ending which is correct.

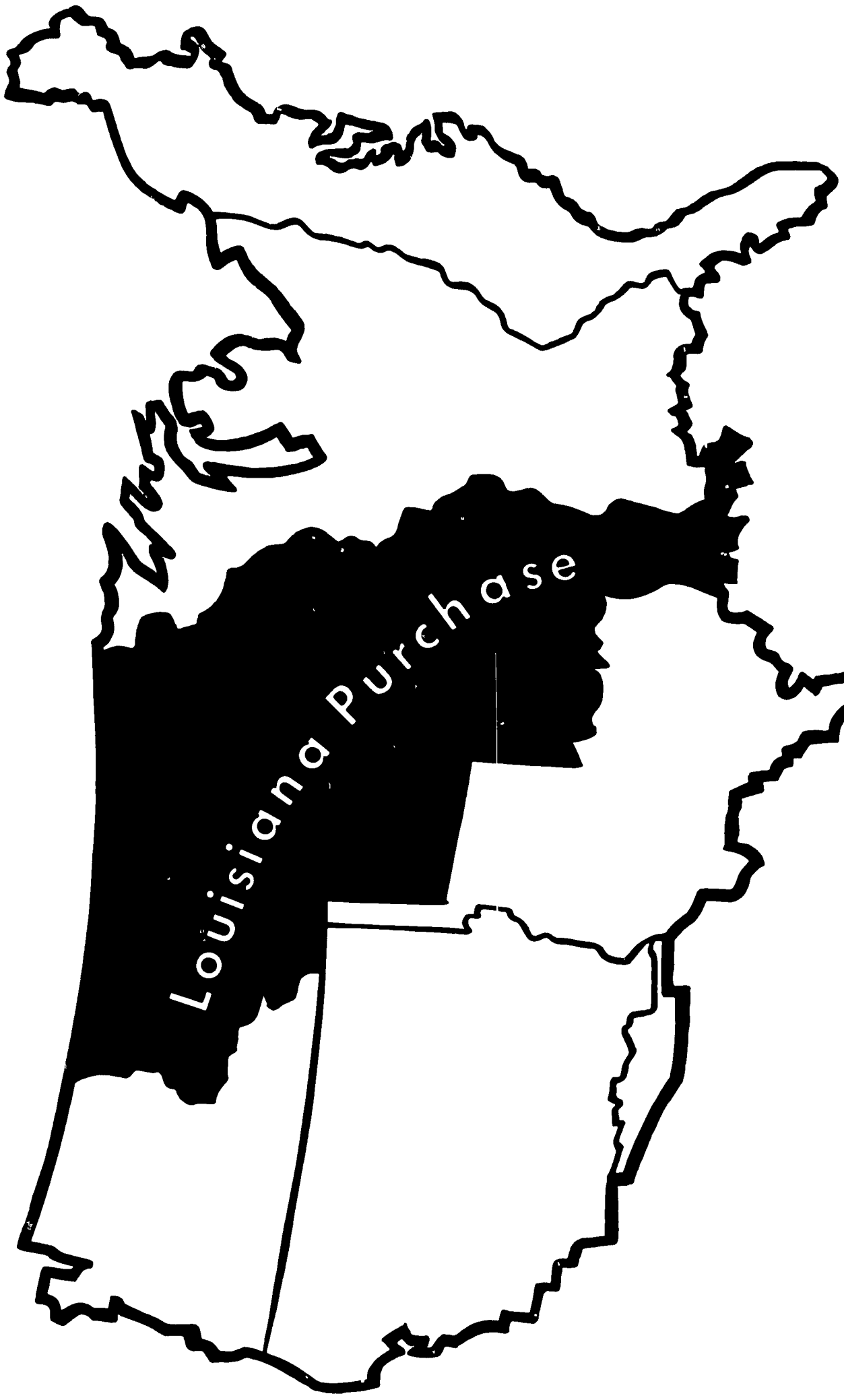
1. The Indians told the men of the Lewis and Clark Expedition that
 a. grizzly bears were the best food they could find on their trip.
 b. grizzly bears were very fast and hard to stop with arrows.
2. The men that traveled with Lewis and Clark
 a. saw many strange snakes and animals they had not seen before.
 b. were able to bring many of the strange snakes and animals back for the zoos located in the cities of the East.
3. The Lewis and Clark Expedition had been sent by President Thomas Jefferson to
 a. explore the Louisiana Territory.
 b. buy the Louisiana Territory from the French.
4. The men who explored the Louisiana Territory
 a. did not find anything interesting to report.
 b. kept careful records of what they saw.
5. The Lewis and Clark Expedition
 a. lost many of their men fighting hostile Indians.
 b. owed much to an Indian woman named Sacajawea, who acted as a guide for the Expedition.
6. The men who went with Lewis and Clark
 a. suffered many hardships during the three years of their trip.
 b. were all made officers in the U.S. Army after they returned.
7. The report of Lewis and Clark showed that the land of the Louisiana Territory
 a. gave the United States much rich land that would be used for growth.
 b. would be a very difficult place for settlers to live.

ACTIVITY 2

SCHOOL REPORTER

Let's pretend you were with the Lewis and Clark Expedition. Write a story for your school paper about your trip.

Enrichment 3: MAP OF THE LOUISIANA PURCHASE TERRITORY



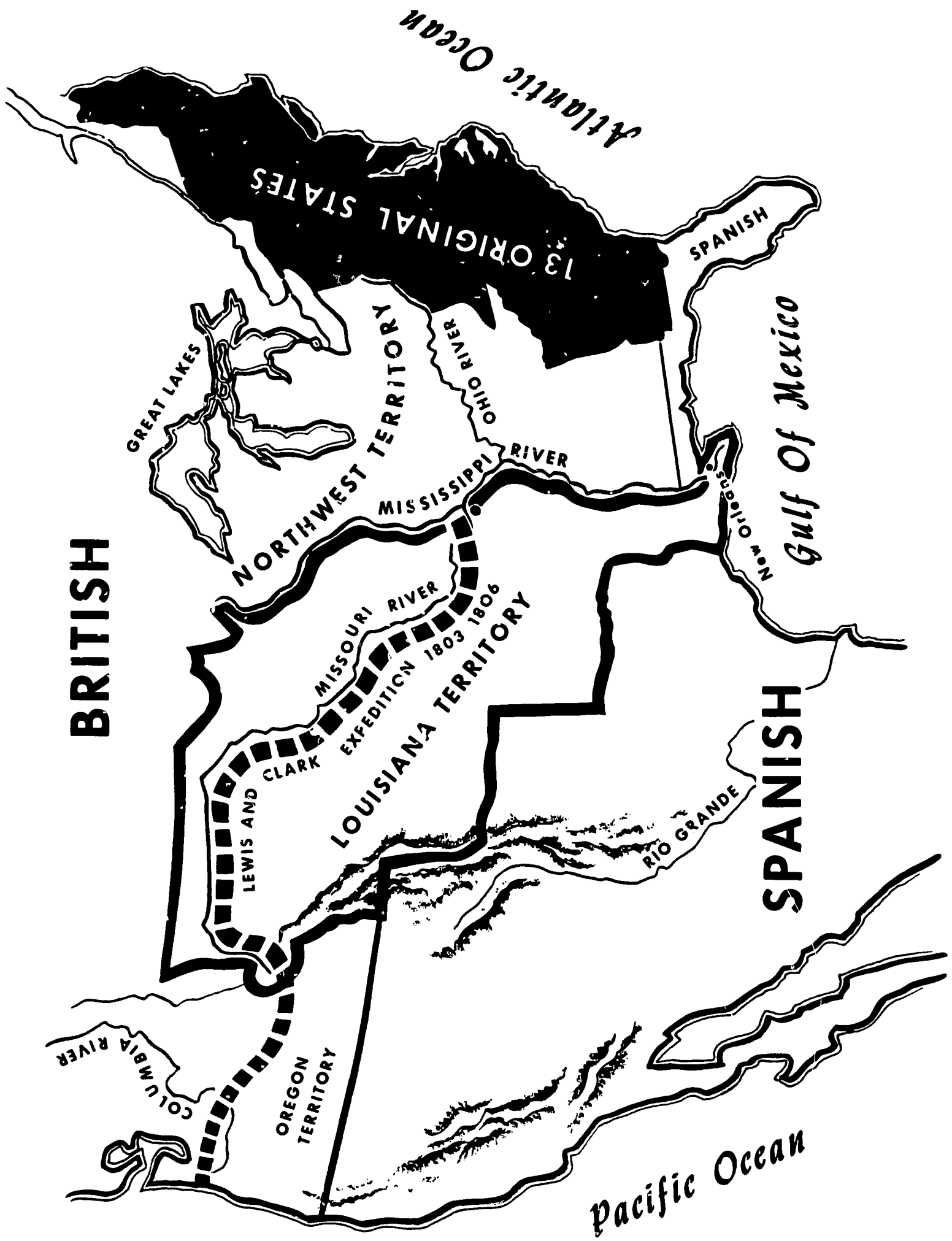
ACTIVITY 1

MAP STUDY

Trace the map showing the Louisiana Purchase. Color or shade the Louisiana Purchase Territory on your map. Use the map on page 29, showing the route of the Lewis and Clark expedition, to do the following:

1. Show on your map the Atlantic Ocean, the Gulf of Mexico, and the Pacific Ocean.
2. Show on your map the land that was still owned by the Spanish after the United States bought the Louisiana Territory.
3. Show on your map the Oregon Territory.

Enrichment 4: ROUTE OF THE LEWIS AND CLARK EXPEDITION



ACTIVITY 1

MAP STUDY

Study the map showing the route of the Lewis and Clark expedition. Number on your paper from 1 to 8, and answer the following questions:

1. What river did the Lewis and Clark expedition follow while crossing the Louisiana Territory?
2. How far west did the Lewis and Clark expedition go?
3. What year did the Lewis and Clark expedition start? What year did it end?
4. List the territories crossed by the Lewis and Clark expedition.
5. What river was the eastern boundary of the Louisiana Territory?
6. What major body of water was located south of the Louisiana Territory?
7. What country owned the land north of the Louisiana Territory?
8. In what territory was the city of New Orleans located?

ACTIVITY 2

USE YOUR IMAGINATION

On your paper, make a list of things that you might have seen if you had been a member of the Lewis and Clark expedition.



CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why did Hamilton want us to pay our debts? Do we still feel it is important to pay debts? Why?
2. Lewis and Clark were brave explorers. Are there other kinds of brave explorers in today's world? Explain your answer.
3. Whom would you turn to for advice in making decisions? Why?

PETE AND BOB: BRAVERY

The men in the Lewis and Clark expedition showed how brave they were. Are people brave today?

Pete says: "People are soft today. They are spoiled by television and cars and easy living. People do not want to do things that are hard. They just want the easy way out. They are not as brave as Americans used to be."

Bob says: "People are just as brave today. We have many difficult problems to face in a big city. A person must be brave to meet them."

What do you think? Do you agree with Pete or Bob? Why?



CHAPTER 4

The NEW STATES

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. pioneers
2. original
3. frontier
4. Union
5. territory
6. democratic

Do you like people who think they are better than other people? Do you think people on the frontier thought that they were better than their neighbors? In today's story, you will find out how the people on the frontier felt about each other.

THE NEW STATES AND ANDREW JACKSON

The New Nation was off to a good start under the Constitution. We have learned that George Washington was a good President. We have learned that President Thomas Jefferson added the Louisiana Territory in 1803 and that the United States stood up for its rights in the War of 1812.

Our nation began under the Constitution in 1789. By 1828, great changes had taken place. Our country was growing, and it also was changing. How did it grow? What changes took place? Let's find out, because these changes have something to do with us today.

HOW DID THE COUNTRY GROW?

After the War for Independence, you remember, we were thirteen states. By 1828, there were eleven new states, making a total of twenty-four.

HOW WERE PEOPLE IN THE NEW STATES DIFFERENT?

What kind of Americans lived in these new states? Many of the people of the new states were pioneers, or the sons and daughters of pioneers. Pioneers were people who lived on the unsettled land west of the original (first) thirteen states. This land was called the western frontier. This background made them different from many of the Americans in the original thirteen states. They were different in many ways.

Frontier people needed more help from each other. If Tom needed a fence fixed, or if Joe needed help with his wheat, he turned to his neighbor for help. If Indians were nearby, Tom and Joe certainly needed their neighbors' help. Frontier people did not ask, "How rich is he?" Instead, they asked. "Is he brave? Can he be trusted as a friend? Is he honest?" They had to depend on their neighbors for many reasons. Sometimes, they needed their neighbors to help fight off Indians. Often, they needed neighbors to help on their farm. An important last name or money were not very much help at such times.

Some people who owned land in the original thirteen colonies often thought they were better than most other people. Pioneers did not feel this way because it was not hard to own land on the frontier.

COULD AN OLDER STATE THINK IT WAS BETTER?

More and more people moved to the frontiers. Settlements began to grow. Soon, some parts of the frontier wanted to become states. The men

who wrote the Constitution had known that this was going to happen. They wrote rules to allow new states to come into the Union. (The "Union" is what we called the nation.) They wrote that each of these new states would have as much say as would any of the original thirteen states. They did not want one state to think it was better than another state because it was older.

Large areas that the pioneers began to settle were called territories. When enough people had moved into a territory so that it could set up a good state government, it could come into the Union as a state. Now, remember the kind of people that had moved into these territories and lived there. They thought one person was just as good as another. They thought that people were equal; that is, they believed in being democratic.

In many of the older states, only men who owned property were allowed to vote. The people of the new states said, "Every man who is a citizen can vote. We don't care whether he owns property." This was very important. Earlier, many Americans wondered if it were wise to let the common man vote. Now, the new states allowed most men to vote. Soon, all states let most men vote. Can you see from this that democracy is not just "born"? It grows. For example, Negroes and women still could not vote, but in time, they too would receive that right.

Andrew Jackson was elected President by the common citizen. He was elected in 1828 and again in 1832. He was very popular with the common people.

ACTIVITY 1

VOCABULARY

Copy each word on your paper. Match it with the meaning it has in this story. Then, write the meaning next to each word.

1. pioneers	a. unsettled land
2. original	b. treating everyone the same
3. frontier	c. the first
4. Union	d. all the states together
5. territory	e. land that will become a state
6. democratic	f. people who lived on the frontier

ACTIVITY 2

READING FOR MAIN IDEAS

Under each topic are two sentences. Copy the one sentence that is correct for each part of the story.

1. The country grows
 a. Very few states were added by 1828.
 b. Eleven new states were added by 1828.

2. People were different
 a. Frontier people needed help from each other.
 b. Frontier people did not try to help each other.

3. States
 a. The old states were better than the new states.
 b. The old states and the new states were equal.

4. Voting
 a. You had to have property to vote in the newer states.
 b. You never had to own property to vote in the newer states.

ACTIVITY 3

WHO AM I?

Who might have said each of the following things in the new states? You should know the answers after reading today's story. Copy each quotation on your paper and write the correct answer after it.

1. "We need help from our neighbors."
2. "If you are a male citizen you can vote."
3. "If you want to vote, show that you own some land."

a. people in the new states
b. pioneers
c. people in one of the original states

Enrichment 1: THE NEW NATION'S "NEIGHBORHOOD"

On your way to school today, you passed streets, sidewalks, hills, and buildings. All of these are a part of your neighborhood today. The New Nation had a neighborhood too. Let us look at the neighborhood, or geography, of our new nation.

ACTIVITY 1

MAP STUDY

Trace the map on page 37. On your map make sure you have the following names in the correct place.

Oceans and seas around the new United States

1. Atlantic Ocean
2. Gulf of Mexico
3. Pacific Ocean
4. Great Lakes

Rivers in the new United States

1. Mississippi river
2. Ohio river
3. Missouri river
4. Potomac river
5. Hudson river

Mountain ranges in the new United States

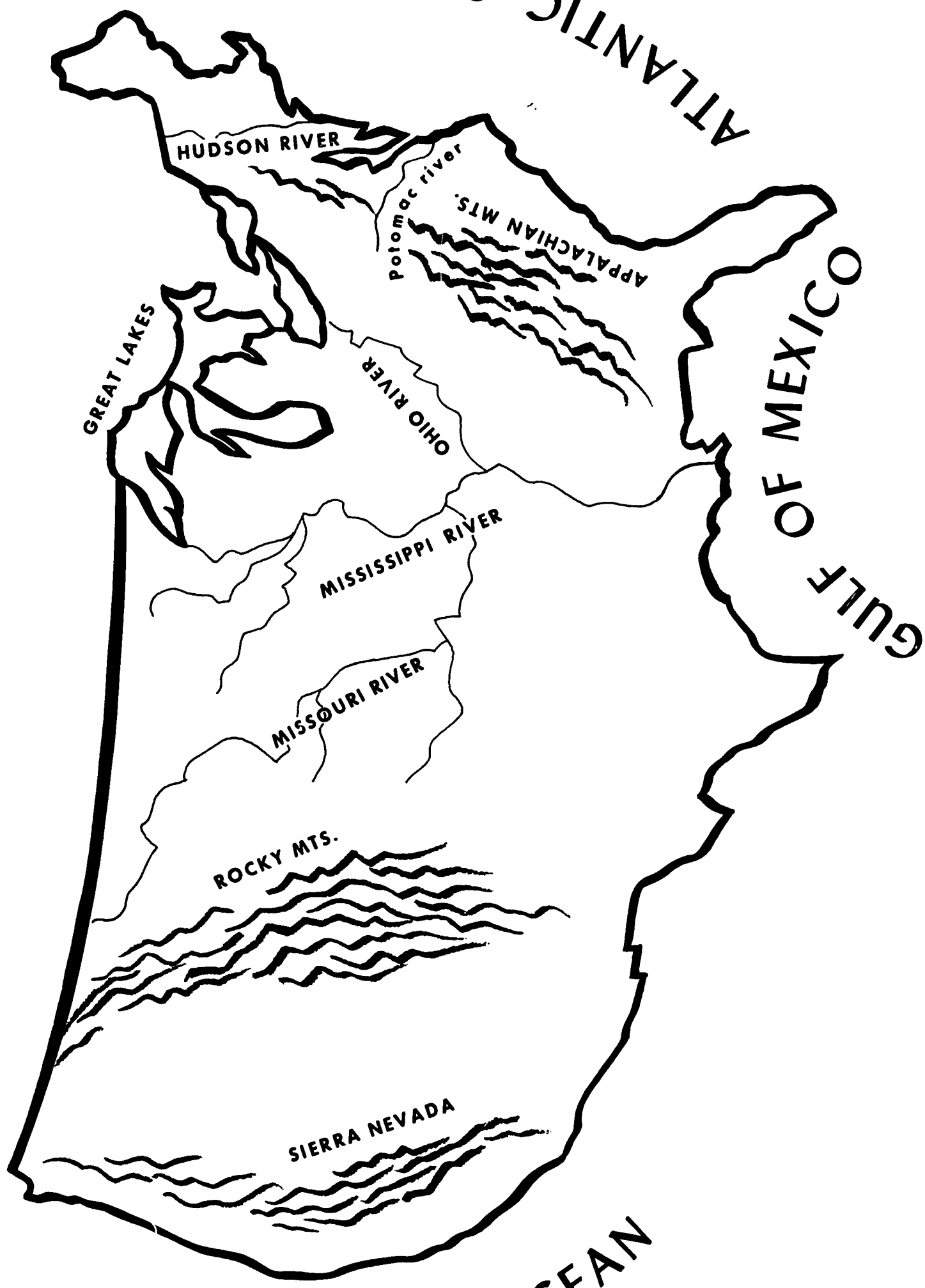
1. Appalachian mountains
2. Rocky mountains
3. Sierra Nevada mountains

ACTIVITY 2

MAP STUDY

Study the map on page 37. Using your map, complete the blanks in the paragraph below. Number on your paper from 1 to 7.

I left England and sailed to America. I sailed across the __(1)__ ocean. After living in Virginia for many years, I decided to move west. First, I had to find a way across the __(2)__ mountains. I kept going west. I floated down the longest river in the New World, the __(3)__, and finally ended up at the __(4)__. A friend of mine kept going west. He crossed two more mountain ranges. First, he crossed the __(5)__ mountains. Then he crossed the __(6)__ mountains. He kept going west until he saw the __(7)__ ocean.



Neighborhood of the New Nation

Enrichment 2: ANDY—MAN OF THE FRONTIER

Andy was a patriot who had been captured by the British during the War for Independence. An English officer came to him.

"Shine these boots," the English officer shouted, throwing his boots at young Andy. "I want these boots shined now." His voice was loud and strong.

Andy, though he was only 14, was a patriot. He did not like to take orders from English officers. He didn't intend to start taking their orders now. Andy stood his ground. "I will not!" he said.

The officer got angry. He lifted his sword and sliced it down on poor Andy. It was lucky for Andy that he held up his left hand. The sword cut deeply into his left arm. It also made an ugly cut on his head. If Andy had not held up his left hand, it might have been the end of him.

ANDY'S EARLY LIFE

The cuts were very painful for Andy, but trouble was not new for him. His father had died two weeks before Andy was born. He and his two older brothers worked hard on the farm in South Carolina to help their mother. When the War for Independence began in 1776, Andy was only eight years old. His 16-year-old brother went off to the war and was killed. Andy joined the army when he was only thirteen. He and his other brother, Robert, were captured by the British. That is how Andy and his brother happened to be facing the tough English officer.

The officer raised his sword again and came down with it. This time it struck and injured Andy's brother, Robert. The officer told a British soldier, "See that these prisoners get to the jail."

The brothers now had to march 40 miles to the jail. There, they both got smallpox. Robert died. Andy was nursed back to health by his mother. Then, his mother tried to help other sick American patriots in jail, but she, too, soon died.

ANDY IS ALONE

Now, at sixteen, Andy was left all alone. What would become of him? His father, his two brothers, and his mother all were dead. Other people might have given up, but not Andy. Listen now to the things that Andy went on to do. Andy studied law and became a lawyer. Later, he became the first congressman from Tennessee. Then he became a judge. Still later, he became a general. When the War of 1812 came, he was the hero of the famous battle called The Battle of New Orleans.

THE COMMON PEOPLE LIKE ANDY

Many of the common people knew or heard about Andy, and they liked him. He was full of fire. When he was younger, he always liked to run or wrestle. When he grew older, he still seemed filled with the desire to do things. The people of the new states liked him for this. Soon, they began talking about having Andy run for President.

Never before had such a man been thought of as President. The United States had six presidents before 1828. All of them had come from rich, well-known families. Many people in the original thirteen states did not want Andy to become President. Of course, the Andy we have been talking about was Andrew Jackson.

JACKSON FOR PRESIDENT

"He will make a terrible President," some people said in the East. "He doesn't come from a rich family."

"He will make a great President," many people in the West said. "He knows us. He understands us. He is like us. Andy for President!"

Andrew Jackson was elected because so many common people wanted him.

"Oh, how awful," the other people said. "He



The Battle of New Orleans

is too much like the common man. He will be a terrible President."

Andy was elected President in 1828 and again in 1832. He proved to be a good President. He showed something very important. He showed that a boy from a poor family could become President of the United States. He showed that he could succeed in spite of his boyhood problems and the lack of a family. He proved his worth as an individual.

ACTIVITY 1

CHECKING THE FACTS

Number on your paper from 1 to 12 and write the answers which would complete the blanks in the following paragraph. You may look back at the story if you wish.

My name is Andrew Jackson. I was in the War for __(1)__. I did not like to take orders from an __(2)__ officer. The officer cut me with his __(3)__.

I was left alone in the world when I was __(4)__ years old, but I did not give up.

I became a __(5)__, a __(6)__, and a __(7)__. I was the hero of The Battle of __(8)__ in the War of 1812.

The __(9)__ people wanted me to be President. I was elected in __(10)__ and in __(11)__. I showed that a person can __(12)__ in spite of boyhood problems and the lack of a family.



CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Should all people have the right to vote for a President? Why?
2. What was there about Andrew Jackson that made him popular? What makes a person popular today?

PETE AND BOB: COST OF ELECTIONS

The common man helped put Andrew Jackson in the White House in 1828. However, most people today could not afford to run for the office of the President because it cost too much money.

Pete says: "I don't think it's fair for a person who isn't rich not to have a chance to run for the presidency. I think the election campaigns should be paid for out of taxes so everyone will have an equal chance."

Bob says: "Elections cost a lot of money. I can't see why the government should pay for them. If a person doesn't have enough people who will help pay for his campaign, then he shouldn't run for the presidency."

What do you think? Do you agree with Pete or Bob?